



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 141018

DfES Number: 516307

INSPECTION DETAILS

Inspection Date 06/12/2004
Inspector Name Bridget Copson

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Wyke Regis Pre-School Playgroup
Setting Address Shrubbery Lane
Wyke Regis
Weymouth
Dorset
DT4 9LU

REGISTERED PROVIDER DETAILS

Name Wyke Regis Pre School Playgroup 308024

ORGANISATION DETAILS

Name Wyke Regis Pre School Playgroup
Address Shrubbery Lane
Weymouth
Dorset
DT4 9LU

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Wyke Regis Playgroup is a committee run pre-school which has been operating for over 40 years. It is situated in premises adjacent to the Wyke Regis Primary school in Weymouth. The accommodation includes a playroom with segregated toilet facilities and two separate outdoor play areas.

The playgroup is registered to care for 24 children aged 2 to 6 years. It is open Monday to Friday term time only from 09:00 to 15:15. There are currently 55 children on roll. Of these 37 children receive funding for nursery education. The playgroup supports children with special education needs.

The playgroup employs four childcare staff all of whom either hold or are working towards an appropriate early years qualification. The team are supported by lunch time staff and an administrator.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Wyke Regis Playgroup offers children good quality provision helping them make generally good progress towards the early learning goals.

Teaching is generally good. Staff have a good understanding of the early learning goals and are clear what they intend children to learn. They offer well organised activities in which they interact with enthusiasm and interest. They promote discussion to encourage the children to think and share their thoughts and knowledge. Planning however, is not sufficiently detailed to include all areas of learning especially early calculation and extending vocabulary. Staff set appropriate challenges for children through supporting and extending activities as necessary. The Special Educational Needs Co-ordinator is well prepared to support children with special education needs. Staff manage children's behaviour consistently and well, promoting the group's 'golden rules' as a focus for the children.

Partnership with parents is generally good. Staff offer parents a welcoming environment with notice boards, named photos of the childcare staff and access to policy and procedure documents. They have systems in place to keep parents informed of their child's progress and well being through daily contact and more formal meetings during their open week. There is however, limited information for parents on the curriculum and planning, and no other methods of encouraging parents to get involved in their child's learning.

Leadership and management is very good. The joint managers, staff and committee are all clear of their individual roles and responsibilities. They meet regularly to discuss issues and children's individual progress. Through clear induction and appraisal systems staff training and development needs are assessed. The playgroup is committed to improvement. The staff have good links with the school nursery and reception classes, the Special Needs Co-ordinator and the Sure Start Unit.

What is being done well?

- Children are happy, interested and motivated to learn. Their confidence and self esteem is developing well.
- Children are developing a good understanding of shape, size and position helping them to solve practical problems.
- Children are learning about ICT and how to use equipment independently.
- Children use their imaginations very well in art and craft, constructional play, music and role play.
- Staff offer children well organised activities in which they interact with enthusiasm and interest. They support and extend activities as necessary

according to each child's stage of development.

- The playgroup is committed to improvement. The staff have good links with external professionals to provide consistency for the children and to seek support and guidance for the staff.

What needs to be improved?

- planning, to include opportunities for children to develop an understanding of early calculation and to explore the meaning of new words
- systems to keep parents informed of the curriculum how they might be involved in their child's learning.

What has improved since the last inspection?

The playgroup has made generally good progress since the last inspection.

Staff have developed a new system of recording children's progress in all areas. They support and extend activities according to each child's stage of development to promote on going progress.

Staff organise activities to develop children's knowledge and understanding of different cultures and beliefs. In addition they offer an environment which reflects diversity in all areas.

Staff do not offer children many practical activities to develop their understanding of early mathematical calculation.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, interested and motivated to learn. They arrive with excitement and access the activities with enthusiasm. Children's self confidence and self esteem is developing well. Staff ensure there is a positive reflection of each child within the playgroup environment. They are confident sharing their thoughts and experiences with others. Children behave well. They are developing a good understanding of what is right and wrong and how to play and share well together.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children listen to stories and sing well, joining in with confidence when appropriate. They choose and handle favourite books with care and can re-tell stories from memory using pictures as their prompts. Children are learning to ascribe meaning to their mark making. They draw pictures, write lists and attach their names to art work. Older children are learning to write their names using correctly formed letters. Children are not however, exploring the meaning of new words.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are learning to recognise and name numerals and what a number looks like in quantity. They are developing a good understanding of shape, size and position. They can name different shapes and use the correct language to describe size and position such as 'small' and 'big' towers built; 'in', 'on', 'under' with sand play. They use their knowledge to solve practical problems such as completing jigsaws. Children are not however, developing an understanding of early calculation.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are learning about ICT and how to use equipment independently. They play programmes on the computer, work the tape machine with headphones and use digital calculators. Children are developing a good understanding of time and place. They look at photos of past activities and occasions at playgroup and talk freely about current and future events at home. Children are learning about the cultures and beliefs of others through exploring festivals and special occasions around the world.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children move with good control and co-ordination within the playroom as well as with the equipment. They experience a good choice of small and large scale play equipment outside in two separate play areas and within the playroom. Children use different tools with materials showing good control e.g. scissors to cut paper, rollers and cutters with dough, knives to spread sandwiches. Staff guide younger children to help them use the tools safely and effectively.

CREATIVE DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children experience many different materials and media, exploring colour and form e.g. gloop, wet and dry sand, collage materials, dough. Children sing songs from memory and join in well. They use their imaginations very well in art and craft, constructional play and with music using instruments as well as music and movement tapes. Children role play using the many different resources and environments which staff vary to offer children different role play opportunities.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Improve planning to include opportunities for children to develop an understanding of early calculation and to explore the meaning of new words.
- Develop systems to ensure parents are informed of the curriculum and become involved in their child's learning.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.